

Lesson Plan



“Where is my home?” says the rooster.

CEFR Level First Phrases

Text type: modern story

Word count: 55

Lexile measure: 120L

Lesson objectives

Vocabulary focus

Animals: *cat, cow, owl, rooster, spider*

Directions: *back, left, right, straight*

General: *home*

Verbs: *go, says, turn*

Phrases: *Where is . . . ?*

Aims

- understand conversational phrases in English
- ask and answer questions beginning “Where is . . . ?”
- give and follow basic directions
- recognize key words in context

Resources

Reader

Audio download (UK/US) tracks 1–3

Phrase cards download 1–3

Timing: 20–30 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children’s language ability.

We would suggest 5 minutes for **Before reading**, 15 minutes for **During reading**, and 5 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

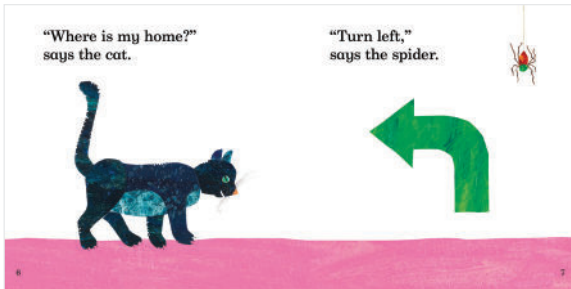
Before reading

Teach *right* and *left* and check the children’s understanding. Call out an instruction, for example: *Touch your right ear/Put up your left hand*. Draw or display arrows (as shown on Reader pages 5, 7, 9 and 11). For example, draw an arrow pointing left. Say: *Turn left* and hold out your left arm. Get the children to repeat the direction and copy your action, then repeat with the other directional phrases.

Show the children the cover of the Reader, but only reveal the rooster’s head. Ask: *What is this?* Gradually reveal the rest of its body until a child guesses it is a bird. Teach *rooster* and check the children’s understanding. Show the spider and elicit or teach the name. Reveal the title and read it out, paying particular attention to the intonation in the question. Check the children’s understanding of *Where is . . . ?*

During reading

Read out or play the recording of the text (Audio track 1). Before each page showing an arrow, cover the text and elicit the direction. For example, before Reader page 7, elicit that the spider says *Turn left*. Read out or play the text so the children can check if they were right.



Read out or play the recording of the text again. Check the children's understanding of the names of the animals. Ask: *Where is the spider's home?* Get the children to show you the web on Reader pages 12 and 13.



After reading

Divide the children into two teams. Draw or display a simple map, for example, a town with a school and shops. Another idea is a map of a zoo with enclosures for different animals. Draw a figure at a starting place on the map, and ask, for example: *Where is the [school]?* Elicit directions from each team in turn.

Choose a place you want to get to in the room, for example, the door. Ask: *Where is the door?* Encourage the children to call out directions to you, and follow them. Ask a child from each team in turn to choose a place to get to, and the other team to give directions.

Do the activities on Reader pages 14–16. Read out and clap along to the verses on Reader page 16. Get the children to read and clap along with you. If time allows, divide the children into four groups and get each group to read and clap a different verse, with all the children reading and clapping the last verse.

Differentiation

Extra support

Display the three Phrase cards one by one, but with the words covered. Elicit the phrases with directions, and ask the children to help you find them in the Reader.

Extension

Fast finishers can work in pairs. They can draw a simple map, for example, of their school or their home, and label some places. They can take it in turns to ask their partner where places are, for example: *Where is my classroom? Where is the kitchen?*